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A  
MAGAZINE  
FOR CHURCH  
SCHOOL  
WORKERS

the

CHURCH  
SCHOOL

*Pastor Ellman*  
Teachers



THE  
CHURCH SCHOOL  
TEACHER

VOLUME XVI No. 7

SEPTEMBER 1947

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# The Church School Teacher

VOL. XVI

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## *Rally Day for Sunday School*

By W. C. EGBERT

**M**ORE AND MORE Sunday schools are realizing the importance of setting aside one Sunday in the year for Rally Day. The need of such a day has been ushered in by the complexity of modern life. Distractions of every kind are diverting the attention even of Christians from the one thing needful. All sorts of clubs and organizations bid for first place and relegate seeking the kingdom of God to second place.

Teaching religion in the home, the primary duty of parents, is almost a thing of the past. The church school, which should assist the home, is made to assume the greater part of the burden. But the church school can do nothing for those who do not attend. Featuring special programs occasionally will help to stimulate new interest. Holiday programs emphasize particular features of the church year. Children's Day programs may be used to make our

children more mission-minded. A Rally Day program should stress the general work of the whole school in all its departments, make each member more zealous in performing its particular function, and arouse an interest in those outside the school with the aim of increasing enrollment.

A haphazard program may do more harm than good. Even a good program ill-prepared and given in a careless way will not attain the real aim. Our publishing houses have good standard programs prepared for them by men out in the field who are doing church school work. When it is necessary such programs can easily be altered or supplemented to suit the individual school. Or, if these programs are not suited to a particular locality they may still serve as a basis and guide for those who have the time and ability to arrange their own. One thing should be kept in mind: a program should be interesting

but it should not be given for mere entertainment. Its chief aim should be edification.

Three aims have been suggested as summing up the purposes of the church school: WORSHIP, WORK, WIN. A program might feature these thoughts.

### *Worship*

The importance of teaching children to worship is all too often not recognized. We hear many complaints that the period of class instruction is too short. In order to lengthen it the worship period is reduced and sometimes so mutilated that it can no longer be called worship. Teaching a child to worship is just as important as teaching Bible stories; in fact, it is practical teaching. There are a variety of forms given in our Sunday school hymnals. Some may not want to use them as printed, but they will at least suggest an orderly form. Often a child will derive as much benefit from the worship period as from the lesson. In any case, an orderly conducted worship period will make the child's heart more receptive for the work to be done in class. Ten to fifteen minutes can profitably be spent every Sunday to teach children to "worship the Lord in the

beauty of holiness." The Rally Day program should stress this important feature.

### *Work*

A Rally Day program might well include a lesson demonstration by a qualified and well prepared teacher, preferably choosing one of the lower grade classes. The responses of little children are always well received by the audience. The teacher may create more interest for both class and audience by well chosen illustrations, flannelgraph, film strips, etc. The chief aims of the church school and its important place in the congregation may also be presented in this part of the program. In *work*, too, we must all follow in the Master's footsteps. He said: "I must work the works of him that sent me, while it is day: the night cometh, when no man can work."

### *Win*

Everything in the program should lead up to this climax. Shall we say that it is first necessary to rewin the zeal and loyalty of the present enrollment? Well, to hold what we have is of great importance, for year by year there are many falling by the wayside.

Turn to page 32

# What About Homework?

By THE EDITOR

IN SOME churches the impression is abroad that when the Christian Growth courses were introduced, homework was abolished. "Everything is to be done in Sunday school," they say.

The impression is wrong, especially as it applies to the years between the stage at which the child has acquired fair ability to read and the time when he has been confirmed: in other words, while he is in the Junior and Intermediate departments.

When the first course was introduced in each of these departments, it was recommended that each new lesson should first be taken up for study in Sunday school and then completed at home, after which it should be reviewed briefly and homework be reported on at the beginning of the session on the following Sunday. Three advantages would be gained by this procedure:

1. All pupils would receive help in the study of a new lesson. This was essential, since a large number of pupils were coming from homes that would give no help in preparing a new lesson.

2. Study in class would introduce the pupil to the new material so that he would have more understanding and interest for following it up at home.

3. Taking up the new lesson for the first time in class would put all members of the class on practically the same basis. Experience had taught us that when a new lesson was to be first studied at home and then recited in class, only a part of the class would be prepared to recite. The result would be a divided class, some able to participate, others not. Discipline became a problem, and those who had not prepared were not much interested in listening to the recitation of the others. Sometimes the pupil who had studied at home was made to feel that he was "a sissy" or "teacher's pet" because he had done what was asked of him. But when all pupils approach the new lesson as workers together on a project, the participation of all is more likely to take place and the time of each pupil will be fruitfully occupied.

These arrangements for more



fruitful use of the class period do not mean, however, that there is no longer any need for homework. The lessons as planned will require further study at home, especially in doing the memory work and completing the work-book assignments. This homework should then be taken up the following Sunday, for which the first five to ten minutes of the class period will be required. Following this, the study of the new lesson is to begin.

If the homework is not followed up and memory assignments are

not required, the fault is not in the printed course materials, but in the method of their use. Teachers who omit this step in the educational plan are neglecting a duty. They have the responsibility of including this as an essential part of the teaching program. It is the responsibility not only of the individual teacher, but of the entire department. For that reason no stone should be left unturned to secure all possible co-operation. *Needed: active participation of all pupils, all teachers, and all homes.*

### *A Little Child*

A little child seems very close to God,  
 He has not built up barriers against  
     his Lord,  
 His thoughts have not created walls  
 Of fear and hate, distrust and doubt  
     to stand,  
 Obstructing from his spirit all good  
     things  
 That God does hold within each  
     hand;  
 A little child holds jewels with him  
     here, . . .  
 And closeness to our loving God  
     makes him so dear.

LYDIA LUNDBERG

## *A Good Beginning*

By CLARA KEMLER

**I**T WAS Friday morning of the first week in September. The breakfast dishes had just been cleared away. The Hansen family had got off to work and to school with little less than the usual rush. Mrs. Hansen was starting her regular round of household duties.

"A package for you, Mrs. Hansen," came the postman's welcome call. Mrs. Hansen took the package, glanced at the postmark, and heaved a sigh of relief. "Just in time," she said.

Mrs. Hansen was the directing teacher of the beginners' department of Trinity Lutheran Sunday School. She had invited the teachers and helpers of her department to her home this very evening for the purpose of introducing the new Christian Growth course for beginners. She had sent for an advance order of the material, one copy of the Teacher's Guide and one set of pupil's leaflets for the first quarter for each teacher and helper. They would begin teaching the series in October, just three weeks away. And now the material had arrived just in time.

Early in July Mrs. Hansen had attended a leadership training course on Teaching the Christian Growth Series in the Beginner Department. She was familiar with the aims, the contents of the units, and the session plan. From mimeographed copies they had studied carefully the material in the first quarter.

Mrs. Hansen hastily opened the package. She hadn't seen the printed copies herself. The pupil's leaflets were on top. They were the same size as the primary leaflets. She admired the beautiful cover pictures. They were the work of outstanding religious artists who had painted them especially for the Christian Growth Series. "The colors are beautiful and the pictures are so simple that our little fours and fives can understand them and can talk about them," thought Mrs. Hansen. "The teachers will enjoy giving these out to the children." She opened the leaflets to examine the contents. In the margins were more little pictures in black and white, and simple line drawings which would interest the child and help him

talk about the lesson in terms of his own experiences. The Bible story in the simplest form to be read to the children at home, the memory verse, suggestions to the parents, an occasional song with the music, a prayer for the little ones, a poem, or a child's story to illustrate the lesson of the day—these came to her notice as she leafed through the pages.

Then she saw the Teacher's Guide, which contained 64 pages of help and guidance for teaching the first quarter's work. It contained a specific session plan for each lesson. "These introductory chapters are so helpful, I must read every word in them," she thought. Soon she was lost in her reading.

When Mrs. Hansen had finished her housework, she called up her pastor and the Sunday school superintendent, and invited them to the meeting, too. "I want them to know about our plans," she thought, "the pastor will be pleased to know that there is so much Bible content in the course. I am glad for that, too. Then there may be some necessary changes to be made in our procedures; we may need some new equipment; we may need more helpers; at any rate the superintendent should be here to help us plan."

By seven-thirty o'clock that evening Mrs. Hansen had her house in order. Since the pastor and the superintendent were coming, Mr. Hansen decided to sit in on the meeting too. The two daughters were washing the dinner dishes. It was a warm evening, and they begged to be allowed to make lemonade and serve it with cookies at the close of the meeting instead of their mother's usual cup of tea.

By eight o'clock the pastor, the superintendent, three teachers and two helpers had arrived. Everyone was there but Miss Garver. "I am sorry that Miss Garver is not here," thought Mrs. Hansen, "All of us need to be familiar with this new series if we expect to get the best results. She probably will be the first to criticize it. I shall have to speak to Miss Garver about her work; she has been absent twelve Sundays this past year; she often comes late and we have to change our plans; she has made no home calls; and she seems generally indifferent. I want her to feel that we are engaged in a most important work. We are doing the Lord's work. It is a great privilege and a great responsibility to guide the religious growth of little children. I feel that I have neglected my duty in not speaking to her be-



fore. I am sure that when she fully realizes how important it is that we be present every Sunday, on time, well prepared, materials at hand, taking a Christlike interest in the boys and girls that we are to teach, I feel sure that Miss Garver will look upon her work as a God-given opportunity to serve instead of a duty which she couldn't very well refuse."

Mrs. Hansen glanced about, wondering if anyone had read her thoughts. She indicated that the meeting should begin by calling on the pastor to open with prayer. It is important to have God's blessing on our work. Following the devotional period, Mrs. Hansen reviewed the seven desired outcomes of the Christian Growth Series and interpreted them for the four and five-year-old level. The material was then distributed, —a Teacher's Guide and a set of pupil's leaflets for the first quarter to each person present. They examined and talked over the new material informally for a while. Very hastily they took an overview of the first quarter's work. It opens with an appropriate unit, "We Come to Learn about Jesus." In four lessons this unit aims to orient the little child as he comes to Sunday school for the first time, and

to introduce him to Jesus his Friend. The second unit, "Jesus Helps Us to Be Thankful," gives meaning to the Thanksgiving season in four lessons with Bible stories of thankfulness. The third unit, "God's Christmas Gift," brings to the child in four lessons the Christmas stories of the shepherds, of Simeon, of the Wise Men, and of the flight into Egypt.

The pastor nodded his approval to the content of the series for the first quarter.

The next thing they did was to go over a complete plan for a session step by step. This was followed by informal discussion which clarified a few important points.

"It says here that we begin as soon as the children arrive," said Miss Blake. "Will the children not be expected to go to their chairs, fold their hands, and wait until the opening service?" "No," replied Mrs. Hansen, "we have missed a wonderful opportunity at this part of the session to learn to know our children better and to make them feel at home and welcome. The session really begins when the first pupil arrives. Greeting the children personally makes for good feeling. Children are naturally active, so we can hardly expect them to sit still for a time

PACIFIC THEOLOGICAL LIBRARY

and wait for things to begin. Instead, each child should be led to do something that interests him. We are very fortunate that we have our own room, and that it is large enough to provide space for some centers of interest. Ellen, you work in the city library after school hours, and are familiar with children's books. I wonder if you would not like to arrange a table with a few good picture books and help any child who shows an interest in books to look at them. Mary, you are our pianist, and I think that you might like to be at the piano to play and help any child who shows an interest in music. Do you think that we might have any other centers of interest which would tie in with our religious teaching?" "I teach nature study in the public schools," said Miss Smith. "I would like to set up a nature center and lead the children who show an interest to ask questions. One can't talk about anything in nature without coming close to God."

"That is fine," said Mrs. Hansen.

"Martha," she continued, "would you like to look after the pictures? Arrange the pictures for the day on the picture rail or low on the bulletin board. Be ready to talk to

the children about them. And Miss Blake, will you assume your usual duties of taking attendance and the offering? I learned a few things about them, too. We have always tried to get those things out of the way with as little time and effort as possible. Here we are dealing with the very beginnings of evangelism and stewardship. Sometime in the fellowship period we should express concern for anyone who is absent, and welcome anyone who is new or who has been absent. The offering, which may be taken at the door when the children arrive, should be brought forward; its intended purpose talked about; and a short prayer of dedication offered. In this way children may gain some understanding of the various needs for which the Lord's money goes."

"How long should this informal period last?" asked Ellen.

"I am glad you asked that," replied Mrs. Hansen. "Beginners can not attend to any one thing very long. We would defeat our purpose if we allow that period to drag. I would suggest that, for the present at least, we start the more formal part of the session at, or near, the usual time to begin. At a given signal invite the children to come to their chairs. When



all are seated, one of us who will be the leader for the morning will get the Bible, handle it reverently, and read a short portion which is connected with the lesson for the day. Then she will announce that we will pray. Each one of us will bow her head, fold her hands, and wait. When all is quiet, a short prayer which all can understand is offered. This may be followed by a hymn with which we are familiar. At this time the offering may be dedicated. That will be enough for our worship service at first. In addition to this let us use opportunities as they arise for informal worship and prayer, such as praying for a child who is sick, or thanking God for some particular blessing.

"Our first meeting has lasted longer than I had intended," Mrs. Hansen continued, "but there is one more thing I wish to mention. In this introductory chapter it says there should be one teacher to every five or six children. I wonder how near we come to meeting that standard."

"I have fifteen in my group now," said Miss Smith.

"Yes," added Mrs. Hansen, "you have the largest group; each one of us has more than ten."

Mrs. Hansen turned to the su-

perintendent and smiled. Before either spoke, the pastor said, "I think we can arrange that. There are two young ladies and one young man who have almost completed their teacher training course, and are ready for some practical experience. I will send them to talk with you, Mrs. Hansen, and let you decide whether they can be of any use in your department."

"I shall be glad to talk with them. I think I know who they are. I certainly would welcome a young man in the department, too. I think you are referring to Ralph Smith. Since he is planning to study for the ministry, I think it would be extremely helpful to him to have the experience of working with young children."

"I think we should have another meeting before October 5," said Miss Blake. "I would like you to come to my house for it."

"Thank you, Miss Blake. I am glad you feel that way. There is so much that we need to talk about. For our next meeting let us be familiar with the first unit of lessons, the Bible stories, the memory verses, the songs, and the handwork that we think will best help our children express their ideas of some part of the lesson.

I should like also to share with you some more of what I learned this summer. In the meantime let us be thinking of improvements which we would like to see in our department, and how we can get the co-operation of the home without having mothers sitting on the side lines during the class sessions. We may need to meet more often this year, for we want to make a good beginning."

Everyone agreed that it was important to make a good beginning,

and they expressed their willingness to meet more often.

At this point the Hansen daughters came in with the lemonade and cookies. The discussion continued informally until the clock struck eleven.

After the guests had gone, and the Hansen family were straightening up the house, Mr. Hansen said, "I think the teachers of the beginner department are making a good beginning."

## *Enrichment Helps*

*First Year Primary, Christian Growth Series*

By GERTRUDE MEES VOGLEY

THE first Sunday in October will begin the first "repeat performance" for Primary teachers of the three-year cycle of the Christian Growth series now nearly ended. For some it will be their first approach to these lessons.

The coming quarter contains three units, each on a different subject. The second and third units are on Thanksgiving and Christmas. Naturally the first quarter of each year will present these two subjects on nearly the same Sundays.

The first unit this year is called "What's in the Bible." It seems logical to begin with a study (at Primary level) of the Bible as a book, since it is the main source of material for these classes and since we want our children to know something about the story of the Bible as well as the things that are in the Bible. The aims of this unit are, in general, to acquaint the children with the Bible, and to inspire in them a love and reverence for The Book which reveals God's will for His children.



A Primary child may learn something of the make-up of the Bible as a book, and what the Bible was when Jesus studied it. He will see that it tells much about Jesus, and Jesus' friends. From it he can learn how to be a child of God,—how to be what God wants little children to be. These are the points of emphasis in Unit A.

Primary teacher, you may like the idea of using a theme song especially appropriate for this unit. Try the one printed on page four of the leaflet for Lesson 6. Begin teaching it with the first lesson.

If you desire additional information about the Bible and the story of the Bible and the use of the Bible today, ask your pastor for some of the books in his library and also for the material mailed each year by the American Bible Society.

You may have a strong preference for a Bible story for each lesson, suggesting that the children ask to have the leaflet stories read to them at home, if you do not use both in the session. This and subsequent articles in *THE CHURCH SCHOOL TEACHER* will present Biblical material to supplement stories which are not drawn directly from the Bible. In Unit A,

Bible stories are here suggested for Lessons 1, 2, 3, and 5.

# LESSON 1

*Biblical Basis*      *2 Chronicles 34*

"Would you like to hear a story about how the Bible once was lost? Long, long ago there was a boy named Josiah. He was eight years old when his father died. His father had been king of Judah, but not a good king. He had done all sorts of things which did not please God. And the people of his kingdom had done the same. They and their king simply did not go to God's house. They did not listen to God's Word. They did not even care what happened to God's house and to the very few books or scrolls that had God's Word written in them. They made up their own gods and worshipped them in whatever way they pleased.

"Now Josiah became king when his father died. For a few years he had to have older and wiser men help him. But by the time he was sixteen years old, Josiah had made up his mind that he would love God and do as God wanted. He would help his people to do the same.

"When Josiah was small he had probably been told all those wonderful stories about God's goodness to His people,—how the people were generally happy when they followed God's commands, and often unhappy when they forgot about God and His wishes.

"Josiah realized that God's house, the Temple, was in bad shape. It had not been used for years. It needed cleaning and repairing and decoration. So he ordered his workmen to

make the temple a beautiful place again, as it had once been. Naturally the workmen came across many things that had long been forgotten. One day a priest, poking around among the dusty things, found an old scroll. There were so few books in those days that he picked it up at once, thinking, 'I wonder what this could be?' He unrolled it a little and started reading: 'Why,' he exclaimed to himself, 'this is one of the books of the law of God! It hasn't been read for years! The king must see this!'

"He gave it to a reader named Shaphan (Shay'fan), who brought the book to King Josiah. 'Read it to me, every bit,' said Josiah.

"When Shaphan had finished reading God's book to Josiah, the king thought, 'God must be angry with us all for forgetting His laws and wishes. I must have these things read to the people.'

"So all the people of the city of Jerusalem were ordered to come to a great meeting. At this meeting they listened to the reading of God's book. Some of them remembered hearing about these things when they were small. But they just hadn't bothered to think about them for a long time, and no one had reminded them.

"After the reading the king stood up before all the people and made a promise to God to keep His commandments, and to live in such a way as to please God. The people too promised to do better. They would remember God's laws. They would destroy their little idols and stop praying to the false gods. They would love the one

true God again, and worship Him in His temple."

## LESSON 2

### *Biblical Basis*

### *Jeremiah 36*

If you prefer to let the leaflet story be home-reading, the following Bible story may be used, starting with the second line, page 17, Teacher's Guide: "When Jesus was a boy . . . Just think of that." And I'd enjoy telling you one of the stories Jesus could find and read from the scroll Bible in His village synagogue. I hardly know which to choose. But this one you possibly have not heard before. It is about some of the actual writing of the Bible Jesus used.

"Not long after the death of king Josiah, Jehoiakim, one of his sons, became king of Judah. (He was twenty-five years old when he became king, so he surely knew that his father Josiah had kept God's commandments and laws, and had seen to it that the people of his kingdom worshiped God as they had promised to do.) But Jehoiakim didn't do as his father had done. He disobeyed God. He did evil in the sight of the Lord, and so did the people.

"Naturally this did not please God. Jehoiakim and his people would have to be punished unless they changed their ways. But before punishing them God was going to give them and their king fair warning. So He said to Jeremiah the prophet (*explain prophet*), 'Take a scroll and write in it all the words I have spoken to you about what will happen to the kingdom of Judah. Write every message I gave you from the time of Josiah till this



very day. Maybe when the people hear all that will happen to them, they will turn from their bad ways, and I can then forgive them for being so sinful.'

"So Jeremiah called Baruch (Bay'-ruk), a scribe. The scribes were men who could write very well. Baruch took ink and a new scroll and wrote just what Jeremiah said. And what Jeremiah said was God's message to His people. From time to time God had spoken to Jeremiah, giving him a message especially for the king, or perhaps for a certain group of people, sometimes for all the people of the city of Jerusalem and the kingdom of Judah. But they didn't listen to the warnings God sent through Jeremiah. Even the king, when he had a scribe read this latest scroll to him, sat and listened without being at all alarmed. As the scribe read, the king would cut off the part of the scroll just finished and throw it into the fire. That's how much he cared. So the whole scroll was burned piece by piece.

"But at God's command Jeremiah took another scroll and had Baruch write it over again. This scroll was not destroyed. We can read today what God had to say to those people of Jeremiah's day, long ago. And maybe the boy in this picture (leaflet) is reading what Baruch wrote. In our Bible we find it right here." (Show the pages on the class Bible.)

### LESSON 3

#### *The Bible Tells of Jesus*

In the pre-session or introduction the teacher may mention the names of the four Gospels, explain that the

"gospel" means "good news," lead into the following with, "So then, in these books we have the good news about Jesus, our Saviour."

(This may be used with the printing press story. It more specifically develops suggestion 2, page 19 of the Guide.)

"I have chosen just a few of the writings about Jesus to show how you can really read about Jesus' life in these books. Now most of you know the story of Jesus' birth, don't you? Let's read just a small bit of this wonderful story from the Gospel of Luke." (The teacher selects a chosen portion of Luke 2 to read and lets the children tell what they know about the story. Do not take too much time, in view of the rest of the session.)

"Now we can find out a little about Jesus as a child." (Read Luke 2. 46, 47, 52 and explain, letting the children share.)

Some teachers will doubtlessly prefer to use the flannel figures, "Beautiful Saviour," or other suitable visual aids, in this type of lesson development.

"When Jesus was about thirty He began to travel about the country, teaching all who wanted to hear, healing sick people, doing miracles. Jesus did many things no ordinary man could do. Jesus, the Son of God, had the power of God. That is why He could do these wonderful things which we call miracles. We are going to read about a few of them. Let's look in the Gospel of —." (The teacher may prepare a brief summary of John 4. 49-53, or the Blind Beggar, John 9. 1-7, or the story of the boy who

gave his lunch to Jesus, John 6. 5-13, or let the children make the first suggestions. Reading from the Revised Standard Version, after the King James reading, will add to their understanding. Some teachers may want to give an appropriate explanation of the existence of different translations.)

"Jesus tried to teach people to love God and to love other people, no matter if they were friends or enemies. Here are some of the things He taught: (Read Luke 6. 27, Matthew 11. 28, Luke 11. 28, John 3. 16.)

"Probably all of us know something about Jesus' death, how His enemies took Him, and when He said He was God's Son they wouldn't believe Him, but said He was committing a very great sin in telling people He was the Son of God. For this, they said, He must die. You probably know how they put Him to death on the cross. Let's read in John . . . (19. 17-19).

"On the third day after He died, something wonderful happened. (Let the children tell about the wonderful first Easter or read in Matthew 28. 1-7, explaining as necessary.)

"There is one more thing in Jesus' life we ought to read about now. It is about the last time the disciples saw Him. Luke says:" (Read Luke 24. 50-53).

"The Bible tells all these things about Jesus and many more. Perhaps there are some children living near you who do not know much about Jesus. Tell them about Jesus. Bring them with you. We will be glad to have them in our Sunday school and you will be helping them to learn to love Jesus."

## LESSON 5

### *Additional Biblical Basis*

*Deuteronomy 27. 1-8 and*

*Joshua 8. 30-35*

The following story will fit well with the worship plan and the introductory material in "Talking Together," Teacher's Guide, page 29.

If people kept good rules in their minds all the time and knew them so well that they could easily remember them when they were about to do something important, I feel sure most people wouldn't make so many mistakes. But so many people act as if they don't know any rules for living as God would like His people to live. I sometimes wonder how it would be if we had something in our neighborhood to remind us every time we saw it that God has given us some good rules for good living. Let me tell you a story about how God once commanded that something very much like this should be done.

Do you remember how the Lord told Joshua, when he first became leader of the Israelites, that he should be careful to study God's law and do all it said? Then God would be with him, and give him success in all he did.

As Joshua studied the laws that God had told Moses to write, he came across this command: When the people go into the land promised them, they must set up great stones and write on them what is written here in the law of God.

It was Joshua who finally led the people into the promised land. He remembered what God had said they must do. He had strong men bring



very large stones and set them up on the side of Mount Ebal. Then the men made plaster and covered the stones with it. Joshua chose certain men who could write. Before the plaster was dry the men copied out of Moses' Bible writings the part of the law which God wished to have written on the stones. The plaster dried and became hard. The lines of writing stayed in the hard plaster.

Joshua then read all the words of this law to the people. He told them that now they knew God's wishes.

Besides, every time they passed this hillside they would see the great stones covered with writing, and would be reminded of the things God expected them to do and not to do. And if they lived to please God they would find themselves a very happy people.

Continue with the material in the Teacher's Guide. Some may want to show that even a church building can remind us to live according to His rules. The Bible reminds us. Our lesson leaflets remind us. Even the ringing of the church bell can remind us.

## *The New Senior Lessons* *"Managing Ourselves"*

By R. A. VOGEELEY

### IT IS READY!

You have or can examine the first quarter of the new Senior Lesson material. The three year Senior cycle completes the fourteen year span of lessons of the Christian Growth plan. The first quarter develops the general theme, "Managing Ourselves."

We have waited a long time for our own lesson series prepared especially for our own Senior classes. But when one stops to think about the amount of planning and the hours of research and work that go into one lesson and then knows

that the entire series includes 728 lessons, the thoughtful reader begins to wonder how it was possible to have these lessons this soon. When I was still the pastor of a congregation I did not realize all that must be included in securing such a series of lessons. We who had no part in all of this work owe a great deal to the Planning and Editorial Committee. They outlined ALL of these lessons, established procedures, secured writers from all parts of the church. They checked and rechecked the copy, secured illustrations, supervised the

format, printing, and distribution of hundreds of thousands of lessons. They prepared guides to help the teachers use properly and effectively these lessons.

"It looks good to me." These words I heard repeatedly at the two Specialized Institutes which I conducted before writing this article. The teachers who said this had been teaching Seniors in their own schools, using the International Series, special Quarterlies, or other lessons. In the Institutes they examined the Senior Cycle and studied the lessons of the first Quarter. Many of them are already planning how they will introduce and use the new Christian Growth Senior lessons.

This Quarter takes up pertinent phases of the Christian faith and life and directs the Seniors to basic Christian principles. It is graded to the needs and problems of our 15, 16, and 17 year old high school and church school pupils. It presents life as they meet it and can live it by growing in the grace and knowledge of Christ, their Saviour and Master.

Since I had no personal part in planning these lessons I can honorably praise the editors of the series and the author of this first quarter. Your own school can offer this

superior series of graded lessons to your Seniors. They climax the entire plan of the Christian Growth lessons. These lessons are the best I have examined.

### *Make the Best Use of this Series*

Good tools deserve to be used carefully and intelligently. In the final analysis the teacher uses well or nullifies the material. The teacher who does not understand the aims and purposes of the series, who does not know how to use various teaching procedures, and who is not willing to give the necessary time, study, and work to this, may not like and will not use effectively these new tools. Diligent workmen will find them most helpful in rightly dividing, interpreting and applying *the Word*.

The teacher can review the aims and special features of the entire Christian Growth series. The teacher should also have some understanding of the Senior cycle. Secure the new prospectus from your pastor or publication house. Above all the teacher must study the inter-relationship of the four units in the first quarter before preparing the first lesson. Some important questions may be asked during the second lesson which you do not want to discuss fully until

Lesson 5 or 7. Although some of the problems in Lesson 2 are caused by factors in Lessons 3, 5, 6, 7, and 11, the wise teacher will know what to defer and how to maintain interest in every lesson. Special assignments can and should be given to class members.

In addition to the suggestions in the Teacher's Guide many teachers will want the special help contained in the syllabus prepared for Senior teachers. This specialized course can be conducted in many areas by teachers who attended the Institutes held this summer. In other centers high school teachers and pastors may teach the course. Additional information is available from your Board of Parish Education.

### *Plan the Best Introduction for This Series*

You may want to meet with all of your seniors some week night evening to give a pre-view of the new series. Show them how it presents life as they live it.

You may have your first meeting with a chosen committee who in turn will personally tell others and invite them to a special session for all.

You may want to organize a class if your Sunday school has not had one class specifically for 15, 16, and 17 year olds. Secure the names of all who should be members. Make personal calls or have a committee call at the homes.

Turn to page 32

## *The Christian Growth Series Begins a New Cycle*

By ERNEST G. ANDERSON

THE Christian Growth Series of Sunday school lesson materials has now been in use for three years. It has been tested in the clinic of parish and Sunday school teaching. Its strong points have been discovered, also its

weaknesses. From experts and authorities in the field of religious education it has received endorsement and commendation. According to some of these it is considered as one of the best series of Sunday school lesson materials



available today. This does not mean that it is perfect. That is never true of anything we do here on earth. Yet it must be admitted that the materials represent a step in the right direction. As the materials are tested by fair-minded and capable teachers in actual classroom conditions it will be discovered wherein they might be revised to better advantage both for teacher and pupil.

The Christian Growth Series does require that the teacher understand and present each lesson as it is planned and set up in the course. It does require, also, that the teacher spend some time in preparation for each class. It can not be used successfully otherwise. There is an abundance of lesson material, both in Scripture passages and in illustrations from life, to enable the teacher to make the hour both interesting and profitable.

One of the most common complaints coming from both pastors and Sunday school teachers today concerns the inability of children to memorize the Catechism and assigned Bible verses. In many public schools memory work has been almost entirely eliminated from the curriculum, consequently children in these schools have not

been trained in the art of memorizing. Some resent the idea of learning the Catechism "by heart" when they come into the confirmation class. We will revert to this subject of memory work a little later on in this article. Before we do that I would like to take time to point out some general features of the Christian Growth Series and of the Intermediate Course I, first and second quarters.

The general aim of this series is, as the name of it indicates, the growth of the child's Christian personality. It begins with the basic teaching and fact of our Christian life, namely that in Holy Baptism we were made children of God and given the gift of eternal life through the power of the Holy Spirit, working through the water and the Word. In our Lutheran Church the first and foremost aim of any Christian instruction and training in the child's life ought to be the nourishment and strengthening of this divine gift bestowed through the Sacrament. The means for the attainment of this aim in our church is pre-eminently the Word of God. Even the Catechism, that excellent manual for teaching the chief and essential doctrines of our church, is but a summary of the teachings of the

Bible. So we repeat: what we must always use in providing food and direction for the growth of the child's Christian personality is the Word of God. The Christian Growth Series is therefore Bible-centered, rather than Catechism-centered. The Catechism is there, and must be stressed, but it is taught against the background of the Bible lesson, rather than having the Bible used as illustrative material for the Catechism.

Then, too, it is important that the material be related to the actual life-situations of the children on each age-level. The truths which are taught must become effective in the lives of the boys and girls, otherwise they will soon be forgotten. What we do not use we soon forget. All of us can testify to that fact, when we think of the many subjects we learned in public school which we have never used since and can now hardly recall to our minds. Provision is made in the Intermediate course, for relating lessons to life, under the heading, "Think of your life." Encouragement is given for the expression of Christian faith in Christian living.

The third aim of the Intermediate course is memorization of the

Catechism, about which more will be said later.

The theme of the first quarter of Intermediate Course I is "We Obey and We Believe." Thus is a direct study in the Ten Commandments and the Apostles' Creed. The theme of the second quarter is "We Have Fellowship with God," and continues in the study of the Catechism, taking up the Lord's Prayer, the Sacrament of Baptism and the Sacrament of the Altar. The studies on the Sacraments are confined to two lessons. Properly leaving this to the confirmation class for fuller treatment. Lesson 13 in the second quarter is a review lesson of the entire Catechism.

In teaching this course, and in fact all the courses of the Christian Growth series, we must bear in mind that much of the teacher's task on Sunday morning is supervision of study. The lesson is to be introduced and studied in class, and if it is not completed, the remaining work is to be completed at home. A review of the main points of the lesson, and especially of the memory work, is to be held the following Sunday. Then a new lesson will be introduced, and so on, from Sunday to Sunday. Home work should include fur-

ther work on memorization, on completing unfinished portions of the work-book assignment, and further reading in the Bible. This must be clearly understood and followed if the full benefits of the course are to be secured. The lessons have not been planned for the old method of teaching, which included preparation of a new assignment at home and recitation on this assignment at the following class session.

Tables and chairs are almost a necessity in carrying out the procedure for this course. They will certainly make it easier for the pupils to fill in the blanks in their work-books, and to use their Bibles in looking up the passages studied.

Now the question can be taken up which we have deferred up to this time, the problem of memory work in the Sunday school. In connection with this phase of the work it may be in place here to remind the teachers to talk over the course with the pastor. The Sunday school course should be correlated with the pastor's plans for the confirmation class. He might have suggestions for you in regard to the best use of the materials in the course, also for Bible verses that should be memorized. Whatever the Intermediate teach-

er can do in this course to lighten the labor of instructing the catechumens and making that instruction more effective will be greatly appreciated by the pastor. There should be closer co-operation between the teachers in the Intermediate department and the pastor than usually exists. Both would benefit greatly.

In discussing the ways for securing better memory work by our Intermediates we need to be sure in our mind that it is important. We must be "sold" on it ourselves so that we can enkindle an enthusiasm in our pupils for learning the Catechism and the Word of God by heart. Then, too, we must remember that anything we can do to make it easier for children to learn will pay us rich dividends in the form of a more interested and efficient class. All words that need to be defined and explained should be taken care of before drill begins. The passage to be memorized must be explained and understood by the pupils. It is hard to be interested in something we do not understand and we will not willingly learn without interest. And, strange as it may seem, we learn quicker and better if we memorize a thing as a "whole," rather than piecemeal.



Take the explanation to the Second Article of the Creed as example. Instead of breaking it up into single lines or sentences for memorization, read it over and over as a whole, then break it up into several "thought-units." For example, "Who is Jesus?" "What has He done?" "Why has He done it?" It is surprising how much easier memorizing becomes when we see how the "thing hangs together." There are various memory devices that are sometimes helpful, such as flashcards, having the class write out the portion to be memorized, constructing charts, having "key words" made up of the first letter of a list of names to be memorized. The best aid of all is the proper motivation of the pupil so that he or she will want to learn the Catechism, will love it and will spread an enthu-

siasm for memory work in the class that will infect even the laggards. The parents' co-operation will be very necessary. If they back you up, the task will be much easier. It is also worthwhile to announce that the class will take part in the opening worship with a recitation of the memory work recently completed. This partakes of normal, repeated use in worship and will heighten interest in the memorization program as well as bring a feeling of satisfaction that the labors have been put to some use. But above all be sure to "sell" the class on the value of memorized Scripture for the enrichment of their own lives. When they see that it means more than meeting certain requirements for confirmation they will work with you and in a willing spirit.

## *Through the Child to the Home*

By DAISY JENNEY CLAY

TOO MANY parents merely send—not bring—their children to Sunday school. Those who stay away because of indifference are the ones who most need the very influence they are missing. If

we are alert and resourceful we can use several means to reach them.

Of course the personal touch is the most effective. There are homes which should be first on our list for friendly visits by teacher or

superintendent. These are the ones we should try hardest to bring out to the holiday celebrations of our school and our between-Sunday events. Let us assume that, because they are parents of our Sunday school pupils, they are automatically a part of our enterprise, even if they have no other connection with the church. Make a point of giving them some work to do as a part of our parent-staff, in preparing for our extracurriculum activities, even if it is only to help in serving refreshments, telling a story or singing a solo. There is always some service they can render and most of them will be really glad to do it. This will help to arouse interest and make them feel they "belong."

You may be sure that some of what you teach will be relayed to the family by the children: "Mother, isn't the story of Joseph interesting? God really took care of him, even if his brothers did sell him as a slave." Or, "Will you please hear me say the 121st Psalm?" Or even, "Did you know that most of the heads of the government in China are Christians now? It paid to send missionaries, didn't it?"

Most of the Sunday school study books of the children are excellent

reading for adults as well as for youngsters, and many will be read in the home. In a few families—happily not many—the child's Sunday school Bible will be the first and only Bible in the home. The more home reading of the Bible is emphasized in our sessions, the more it will be noticed by others of the family.

A most forceful means of spreading the Sunday school influence is by a good collection of lending books. Such books as "Titus," "The Wrestler of Philippi," "Zerah of Bethlehem," as well as many missionary books, lent to junior and intermediate pupils, will find entrance into homes which would otherwise never see such books. Not every school can have such a library, but it is worth the effort if at all possible.

Many Sunday schools have a quarterly mothers' meeting. Here the coming lessons are discussed and the co-operation of the mothers asked in working out these lessons in daily living. Suggestions are given by both teachers and parents. These meetings bring mothers in closest touch with the Sunday school and many times have the happy result of bringing the parents into the school and the church as members.

# Planning for Juniors

By MRS. ELIZABETH STINE

WHAT I have learned in teaching the Christian Growth Series could never be condensed into the space allotted to any one article in *THE CHURCH SCHOOL TEACHER*. No doubt many of these suggestions and thoughts will have occurred to other teachers. As we teach again this very fine series let us all study to show ourselves "approved of God, rightly dividing the Word of truth."

Have you looked at the cover scene of Junior 1, First Quarter? What story does it tell? Does it suggest to you the quality of selfishness and unselfishness? Could you make this the theme of "Patriarchs and Leaders"? Is there any country today showing unselfishness?

Before you teach the lessons of a quarter, do you meet as a group of junior teachers and talk about the material, the theme and the outcomes?

I make the following suggestions, hoping that I may stir one here or there to deeper insight and study. As the teacher grows, so will the boys and girls grow.

I suggest:

1. That you memorize unit subjects and know the stories taught under each, to the end that you may see how each one fits into the theme of the quarter. (Teacher's Guide, p. 3.)

2. That you, the teacher, memorize the seven basic outcomes so that in teaching each lesson these may become a part of the lesson and the children experience them in their lives. (Teacher's Guide, p. 4.)

3. That the purposes of the quarter be analyzed and discussed among the members of the department and that an overall plan be made in advance as to how best to accomplish them. (T. G., p. 5.)

4. That the teacher realize the background material gives important information and that only by studying this material will the teacher be able to use it to advantage. Pupils respect the teacher who can answer their questions intelligently. They sense when a teacher knows more than he or she tells. This knowledge makes the pupils have confidence in the teacher. (T. G., pp. 5-6.)



5. That the methods for directing the lesson procedure be followed so as to give variety and interest to the teaching.

6. That teachers realize there is enough material for teaching four or five lessons in each session, and that this abundance places a responsibility upon the teacher to select what will best develop the theme among the particular members of the class. (T. G., p. 6.)

7. That parents be made aware that the Sunday school is a *school* where the Bible and Study Book, pencil and other special materials are needed for work and that the least a parent can do is to see that his children come to Sunday school as well prepared with material as they go to public day school.

8. That a letter be sent by the junior department to each home asking for co-operation in this respect as also in seeing that the pupil is present and on time.

9. That reference books be secured and that lists of other material be made available to each teacher, including notations as to price. The following information on reference books has been made available through Mr. Gene Huber of the Wartburg Press.

Clow, *The Bible Reader's Encyclopedia and Concordance*. \$1.75.

Halley, *Pocket Bible Handbook*. \$2.00.

*Historical Atlas of the Bible*. \$1.00.

Bonser, *How the Early Hebrews Lived and Learned*. \$2.00. (Out of print at present.)

Bailey, *Daily Life in Bible Times*. \$3.00.

Smither, *The Use of the Bible with Children*. \$1.00.

Pictures, *Once Upon a Time Series*, per set, 50¢.

(The above books and pictures are referred to in the Teacher's Guide, p. 6.)

Browne, *The Graphic Bible*. \$1.50.

Faris, *The Old Testament Stories*. Cloth with one large illustration, 75¢, or 6 color illustrations and 100 black and whites, \$1.50.

Jones, *The Bible Story of Creation*. \$1.25.

Means, *Children of the Promise*. A story about Jewish and Christian boys and girls in a sixth grade public school. Paper, 75¢; cloth, \$1.25.

Weilerstein, *What the Moon Brought*. A Story of Jewish Festivals for younger juniors. \$2.00.

(The above books are mentioned in the Study Book, p. 6.)

10. That a greater variety of information be given on the possible uses of maps and pictures. (Few teachers know what to look for in a picture or how to make the story in a map vital.)

### *An illustration of this point in Lesson 1:*

In developing the lessons of this quarter on the basis of *content*, use can be made of brown paper pictorial maps. Start by using the pictorial sketch on page 12 of the Study Book. With it and the Bible Readings on "A Garden Home" and the First Article of the Creed, make a map of a garden between the Euphrates and Tigris Rivers. Next let the children create a garden in which Adam is shown keeping the garden orderly. The fourth may be a sketch of Eve and the serpent with the tree of knowledge a prominent feature; then show Eve handing Adam some fruit; next a picture of Adam and

Eve hiding from God at evening; and finally their departure from the garden. Other ideas could be used to record the narrative or lesson content. For home work on this lesson pupils may be asked to sketch pictures illustrating Psalm 136, 1, 5-9. For instance, for the first two lines: hands folded in prayer, for the second two lines: sky with clouds, etc.

11. That the superintendent of the Sunday school canvass the teachers of each department and find out what reference books each wishes. Your publication house should then be informed at least three months in advance of your needs.

12. That a regular plan of purchase and study be worked out so that the best reference materials can be offered to teachers and pupils to encourage them to study and grow. Books are of value only if *they are used*.

## *As the Superintendent Sees It*

By E. W. KASTNER

CO-OPERATION AND INTEGRATION make up the key to success in Sunday school work. The Sunday school is not a

one-person institution. The work to be done requires a loyal assisting administrative staff and a teaching personnel who are willing

to regard themselves as expendable in the Lord's work. There is no place in Sunday school work for the half-hearted "line-of-least-resistance," or the "I-don't-have-time" type of person. Too much is at stake in terms of precious souls.

From *one* viewpoint of the superintendent, the Sunday school program divides itself into two categories of service—administration and instruction. The maximum over-all success is achieved when the services in these two areas are properly integrated. Both are needed. They are equally important. They call for close collaboration between the administration personnel and the teaching personnel.

Since this column is written primarily for the superintendent, it is his problems that are under discussion. In these paragraphs that discussion is focused mostly on problems in administration. Fortunate is the superintendent who has at his side in noninstructional administration three loyal and able lieutenants. These three administrative assistants will, when capable and aggressive, greatly advance the work of any Sunday school. In the larger Sunday

schools they are of priority importance.

First, there is the enrollment and attendance officer. At all of our Sunday schools heavy stress is laid on the enlargement of the enrollment. The bid for new pupils is constant. Also, since at best there are only 52 contact hours during the year with the pupil, it is necessary to have the pupil present as regularly as possible. These two considerations put a premium on the work of the enrollment and attendance officer. To gain the desired ends in these areas, the enrollment and attendance officer needs a lot of help. He must work through the pupils, the teachers, parents, congregational organizations and the like. On his resourcefulness to initiate and supervise enrollment programs and to promote attendance depend in large measure the growth and the pupil impact of the school. Those who enjoy the privilege of occupying this position in Sunday school administration should appreciate how important an assignment in kingdom-building they have.

Next let us consider the Sunday school finance officer. Raising money in Sunday school is not an end in itself. The justification for



gathering contributions is to teach the right principles of stewardship to those whom the school enrolls. Liberality toward God and His work is the goal. Hence the treasurer or financial secretary has much more to do than to gather, count, and keep a record of collections, and to authorize the payment of bills. The Sunday school finance officer is the director of the school's stewardship program. It is one of his functions to keep before the pupils what the Sunday school is doing through its stewardship program. He, in collaboration with the officer in charge of publicity, helps interpret to the school the different phases of the stewardship program: foreign missions, home missions, Lutheran World Action, Lutheran Welfare work, other benevolences. And the stewardship program, by the way, should embrace the work of the congregation so that the pupil gets the whole picture. The finance officer stimulates giving through education. In addition to providing information on the causes sponsored by the school's stewardship program, he issues weekly, quarterly and annual reports on collections. He keeps classes informed of their giving record. He may issue quarterly individual reports

on contributions made. Many media, such as charts, graphs, letters from missionaries, short talks on stewardship, movies, and the like, are available to make the presentation of stewardship effective. These the alert finance officers will use. Sunday school finance officers who have been content to limit their efforts to routine should reconsider their assignment in the light of the stewardship implications.

Last, but by no means least, is the publicity officer. He is probably not found in many Sunday schools today. More will be heard about him in the future. This is a publicity-minded age. The Christian Church and its organizations should adapt to their use what has been proved worth while in secular fields. The dissemination of information is one of these. Information stimulates interest because it reports activity and when something is going on people are just naturally interested. And the good Sunday school has a good story to tell the public—including its own membership.

Space here is not sufficient to enumerate all the things that a good publicity officer can do for the Sunday school. To sum it up, the publicity officer keeps before

the members what the Sunday school is doing in its various departments. This is best done through a Sunday school bulletin. There are always an abundance of things to be discussed and reported, so the editor need never lack for copy. All promotions, such as enrollment, attendance, stewardship, and the like, should be thoroughly covered. Class activities, special projects, the dissemination of information about the church at large, and other like matters create interest and help to broaden the reader's understanding. The alert publicity officer will also keep the activities of the Sunday school before the community. Such indirect advertising of the Sunday school will be a big help in the evangelistic efforts of the school. The possibilities in this area are limited only by the resourcefulness of the person in charge and by the time—and help—he has available for it.

While this article seeks to share ideas with Sunday school superintendents, teachers will also read it. To avoid leaving the impression that a strong administrative staff reduces the load of the teacher let this be said: A corps of alert ad-

ministrators will not decrease but will increase the work and effectiveness of the teacher.

The teachers occupy the most strategic place in the Sunday school. They are on the firing line where the direct pupil-teacher contact is made. Here, at this point of contact, is where the objectives to be gained through the Sunday school must be won. Here is where the goals of administration must also be reached. This makes the teacher a partner in administration—and enough time should be allowed each Sunday morning for the discharge of those “administrative” functions. For example, no one can stimulate missionary zeal so well as can the teacher. In promoting regularity in attendance, the teacher is again the key figure. In inculcating principles of stewardship the teacher wields the greatest influence. So it is all along the line. This takes us back to the contention in the opening statement of this article: Co-operation and integration make the key to successful Sunday school work. That is what every Sunday school superintendent who takes his work seriously constantly prays for.

## Home Education

*Issued by the National Kindergarten Association*

### *A Child's Grief*

By MARIE M. HUGHES

RECENTLY a dear friend told me of an experience she had had with her small son, David. It had been a revelation to her, and it proved to me, too, that young children feel grief and have a depth of love that few of us realize. She told me the story with complete sympathetic understanding, for she had just shared her child's first real sorrow.

David, in spite of his mere five years, absolutely adored Jimmie, the nineteen-year-old boy who lived next door. They were as close as brothers could possibly be, for Jimmie loved David, too.

One day Jimmie pointed to a plane high overhead and said, "Look, David, one of these days I'll come flying over your house in a plane and I'll dip my wings—that means 'Hello' from a pilot."

Jimmie left to join the Army Air Force the next day. While David missed him, the idea that he had a personal friend who was a real pilot and who at some time soon would dip his wings in salute

just to him colored all his days. He thought and talked almost continuously about planes, and all his play centered around them.

On the first Christmas after Jimmie entered the service his gift to his little friend was a four-foot plane model, and this was later suspended with wires from the ceiling of the boy's room. David constantly pretended that Jimmie was at its controls as he pushed it gently back and forth through the air.

Then came the fateful telegram to Jimmie's family—and the word to David's father and mother that Jimmie had been killed in the service of his country. David's parents both knew that their little son must soon be told, but how? Certainly not too casually. They, also, loved Jimmie very much and felt his loss keenly.

My friend, in telling me the story, said, "It was the hardest thing I ever had to do. His father and I thought it would be best for David to be alone with me when I told him. He never wants anyone to see him cry—not even his daddy. I was sitting on the davenport, apparently reading a book,



but really groping for a way and praying for the courage to tell him; he was playing happily near me. Finally I said, 'David our hero has given his life for our country.'

"His little face, usually so rosy, blanched, and he looked at me—silent, scared, and unbelieving.

"At last he said, 'Oh Mother! Jimmie's dead? That means I'll never see him again, doesn't it?'

" 'Yes, darling,' I said, feeling more inadequate than ever before in my life.

"Quickly David climbed up beside me, threw his arms around me and clung tightly. I could feel the sobs slowly rising inside that small body and at the same time a growing determination not to give way to tears before me. Such strong conflicting emotions are more than even an adult can long withstand. They would be devastating to a child. Slowly, I released his arms from around my neck and brought him face to face with me.

" 'David,' I said, 'Mother feels just as sad about Jimmie as you do, but I think if we both cry for Jimmie and say a prayer, it will help very much. We shall both feel better.' "

It is a simple little story, but I have not been able to forget the impression it made. The poet tells us:

"Grief knits two hearts in closer bonds than happiness ever can, and sufferings shared are far stronger links than joys."

I think David's mother, by her sympathetic understanding, has caused to be established a love and confidence between her son and herself which can never be shaken or taken away.

## *Training the Memory*

By LELIA MUNSELL

**I'VE FORGOTTEN.** "I can't remember." How *many* times we hear those statements! Perhaps we are sometimes obliged to use them ourselves. Now, if our memories often fail us it probably is because they were not well trained in childhood. Boys and girls can be taught to remember, and they can have fun while learning. Of course, a good memory will be a priceless asset to them throughout their lives.

Let me tell you about some of the games that my children and I have played to strengthen their memories.

All children ask questions—that is natural; but answering them and allowing the answers to go into their minds and as quickly out again is not wise. Therefore,

I say to any one of my children: "You are asking the question now, and I'll give the answer; but later I shall ask *you* the same question, and then *you* must give *me* the answer. So, be sure to remember." That makes them alert, for they have learned that if they can not remember my answers, very often I do not let them ask any more questions that day.

Sometimes we play *directions*. I hide a number of things about the house. Then I tell each child, only once, where to find a certain one of them. If any child fails to find his article, he is not given a credit on our "memory chart." However, next time I make the directions simple enough for that particular child to follow.

Another game is *oh, look*. I let one of the children arrange a number of familiar small objects on a table. Then all the others take one look for about five seconds. Each child is then given a chance to name as many of them as he can remember. I keep score. The one who has the most correct list receives a credit.

*Oh, listen* is a similar game. All go outdoors and listen to the sounds around them until I blow a whistle. The boy or girl who can re-

port the longest list of sounds heard is given a credit.

A game we all enjoy at bedtime is *I remember*. Everyone, in turn, recounts what he or she did from the time of waking to that moment. I take part in this game. One night my youngest boy protested to me, "But you tell all the little things." I told him he might, too, if he could remember them. The following night he won the game!

When we take a walk, or ride downtown together, we vie with each other in remembering the most things seen on the way.

The children have become really interested in this ability to remember and have invented games of their own. A child's mind is all too apt to wander, and if he permits it to do so, continually, he is forming a very bad mental habit. While he has the free time and energy of childhood, and while his enthusiasms are easily aroused—that is the time to help him to train himself in concentration and memory. If we make this effort in a dictatorial and faultfinding manner, it is unlikely to be successful; but if we encourage making a game of it, almost any child will respond joyously.

*Rally Day*

From page 2

Through a well planned and executed program we should be able to *win* more members of the congregation to take an active part in the church school. Parents may be induced to come with their children. "A little child shall lead them." It has happened, and it will continue to happen. Rally Day is an opportune time also to *win* outsiders in the community. A program will at times bring unchurched people to church when nothing else would. The Lord has commanded us to sow the seed and we are assured that He will take care of the harvest. "My word . . . shall not return unto me void, but it shall accomplish that which I please, and it shall prosper in the thing whereto I sent it." The chief end for the church school as well as for the church itself is to *win* souls for the kingdom of God. "Bring them in from the fields of sin." Keep in mind the Great Commission: "Go ye, therefore . . ."

To make Rally Day a success it must be well advertised among the whole membership of the congregation and in the community.

And as mentioned before, it must be well prepared and executed; it should be interesting and edifying. And after Rally Day there must be careful follow-up work else valuable fruit will be lost.

*New Senior Lessons*

From page 17

You may use a portion of your lesson periods in September to build up interest in the new series.

You may omit the final lesson of the present series and present attractively the topics for the new quarter.

You may use a limited time of your first session in October to present features of the new series and then cover as much of the first lesson as you can.

You may want to co-ordinate the study program of the Senior class and the Luther League if the same Seniors are in both.

You are the one who must determine how you can best introduce this new Series in your own school.

Well begun is half done. Then continue until the entire course has been well taught, studied, and lived.